DOCUMENT RESUME

ED 153 457 FL 009 185

TITLE Career Education and Foreign Languages. Enriching and Explaining the Foreign Language Program. Foreign Languages in Virginia Schools, No. 7.
INSTITUTION Virginia State Dept. of Education, Richmond. Foreign Language Service.
PUB DATE Sep 77
NOTE 22p.; For related documents, see FL 009 179-185

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS Career Awareness; *Career Education; Career Exploration; Class Activities; *Cocurricular Activities; Community Involvement; *Curriculum Guides; Elementary Secondary Education; Job Skills; *Language Instruction; Language Skills; *Learning Activities; Publicize; *Public Relations; Second Language Learning; State Curriculum Guides
IDENTIFIERS *Virginia

ABSTRACT

This publication is one of a series designed to inform and assist those responsible for foreign language instruction, including teachers, administrators, supervisors, and those engaged in teacher education. The complete series serves as a curriculum guide. The format of the series is such that it can be revised so as to keep materials current. Each publication is punched so that it may be placed in a binder. Part one of this volume defines career education, provides a rationale for it in reference to foreign language study, discusses to whom foreign langauge career education should be directed, lists and discusses careers using foreign language skills, and provides suggested strategies and activities. After a list of general strategies and activities for emphasizing career education, a two-stage exercise is given for career awareness, and nine sample exercises are given for career exploration. Part two discusses ways to enrich the foreign language program through extracurricular activities and ways of informing students, school administrators and the community of the nature and relevance of foreign language study. The following target groups are discussed in relation to these efforts: students, guidance counselors, teachers (of subjects other than foreign languages), administrators, feeder school personnel and students, school board personnel, college and university instructors, and the community. A number of activities and techniques are described: fairs and festivals, assemblies, banquets, foreign language day or week, career day, visiting the feeder schools, the exchange student, visitors in the foreign language classroom, using display space, using languages in the halls, interdisciplinary ventures, assisting public service agencies, communication by letter, newsletters, school newspapers, public news media, and brochures. A bibliography is provided for each of the two sections of this volume. (KM)

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Foreign Languages in Virginia Schools

CAREER EDUCATION AND FOREIGN LANGUAGES

ENRICHING AND EXPLAINING THE FOREIGN LANGUAGE PROGRAM

Foreign Language Service • Department of Education • Commonwealth of Virginia • Richmond, Va., 23216 • September 1977

Preface

This publication is one of a series designed to provide information and assistance to those responsible for foreign language instruction, including teachers, administrators, supervisors, and those engaged in the preparation of teachers. The complete series serves as a curriculum guide. A list of the titles follows.

The series format offers a number of advantages. It can be used easily and revised as needed to keep the material current. Each publication is punched so that it can be placed in a ring binder. In the future titles may be added, changed, or deleted as needs suggest.

All the publications are of interest to teachers. Number 6, *Notes to the Administrator and Counselor*, is directed specifically to superintendents, supervisors, principals, and guidance counselors.

A few introductory remarks concerning the study of language are in order. A language is a skill, a tool, a humanistic discipline, an art, and a social science. It is the outstanding distinguishing factor between man and animal. People use it to communicate basic human needs and thoughts, to make money, to entertain, and to express emotions.

The rationale for language study has become more comprehensive in recent years. At the core of the rationale is the fact that knowledge of another language permits a person to live in an expanded environment. Today, more than ever before, it increases the flexibility of job seekers, especially when combined with a vocation or profession. And finally, the knowledge of another language leads to a better understanding of self and of one's own culture.

I commend this series of publications to all of those concerned with teaching and learning foreign languages with the hope that their task will be made easier and more successful.

Helen P. Warriner
Supervisor of Foreign Languages

Foreign Languages in Virginia Schools

Publications in the Series

1. Philosophy and Objectives/What is Language/ The Language Learner
2. Teaching a Language
3. Testing and Evaluation
4. Individualizing Instruction
5. Learning Aids/Instructional Personnel
6. Curricular Components/Notes to the Administrator and Counselor
7. Career Education and Foreign Languages/Enriching and Explaining the Foreign Language Program

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Career Education and Foreign Languages

INTRODUCTION

Career education is a topic of popular interest in educational circles today for several reasons. The United States Office of Education has been instrumental in promoting a closer relationship between education and its practical application to everyday living. The public is insisting upon better preparation for careers. Students, concerned about the bleakness of the job market, want to be assured of securing employment after they leave high school or college. The need for career education applies to foreign languages just as it does to any other discipline. Other influences compel language teachers to assume a responsibility for career education as it relates to their field.

For decades, high school students have enrolled in language classes because they needed them to enter college. College students took languages to fulfill requirements for graduation. This kind of motivation was extrinsic. The rationale simply conveyed the notion that language study was good for students without explicitly saying why. It also allied language study almost exclusively with the aesthetic or disciplinary applications rather than for practical ones. Students were not really ex-

Our Shrinking World[1]

MAIL ACROSS THE BORDERS

Pieces of Mail Sent Abroad From U.S.

1950	417 MIL.
1972	916 MIL.

CHANGE: UP 120%

Source: U.S. Postal Service

A TRIP OVER THE ATLANTIC

Travel Time On a Commercial Flight

1947	17½ HOURS
NOW	6½ HOURS

TRADE BETWEEN FREE WORLD NATIONS

Value of World Exports

1950	$55.8 BIL.
1972	$371.1 BIL.

CHANGE: UP 565%

Source: International Monetary Fund

TELEPHONE CALLS OVERSEAS

Number of Overseas Calls To and From U.S.

1950	900,000
1972	35,000,000

CHANGE: UP 3,789%

Source: Federal Communications Commission

EXCHANGE OF STUDENTS

	1955	1972	
Foreign Students Studying in U.S.	40,700	140,100	CHANGE UP 244%
U.S. Students Studying Abroad	9,900	32,900	CHANGE UP 223%

Note: Figures Include Only Students at Colleges and Universities.

Source: Institute of International Education

TWO-WAY FLOW OF INVESTMENTS

	1950	1971	
U.S. Direct Investment Abroad	$11.8 BIL.	$ 86.0 BIL.	CHANGE UP 629%
Foreign Direct Investment in U.S.	$ 3.4 BIL.	$13.7 BIL.	CHANGE UP 303%

Source: U.S. Dept. of Commerce

TRAVELERS ACROSS THE OCEANS

	1950	1972	
Americans Going Overseas	651,000	7,700,000	CHANGE UP 1,083%
Foreigners Coming to U.S.	288,000	3,800,000	CHANGE UP 1,219%

Note: Figures exclude overland trips between U.S. and Canada and Mexico.

Source: U.S. Dept. of Justice

[1] "It's a Shrinking World," *U.S. News and World Report*, Vol. LXXIV, no. 24, (June 11, 1973), pp. 98-99, reprinted in *The Many Languages of Career Education*, Maryland State Department of Education, 1974.

pected to be able to use a language even after several years of study. With the reduction of foreign language requirements a few years ago, the profession began to realize that it had not provided practical justification for requiring languages in the curriculum.

Concurrently, another development was taking place. The need for people to use languages in their careers or for personal satisfaction was increasing. That fact was analyzed by *U. S. News and World Report* in an article published on June 11, 1973. As shown, the evidence contained in the article was convincing.

The case was clear. To respond to changing needs, if for no other reason, the foreign language profession had to revise the reasons for foreign language study. The increasing practical needs for languages necessitated a stepped-up public awareness campaign directed toward students, educators, and citizens.

The contemporary rationale for foreign language study is described in Volume 1 of this series, and only three aspects of it which are career-related will be treated in this publication.

A DEFINITION OF CAREER EDUCATION AND A RATIONALE FOR IT IN REFERENCE TO FOREIGN LANGUAGE STUDY

Career education is the "totality of experiences through which one learns about and prepares to engage in work as part of her or his way of living."[2] Clearly, it is more than vocational preparation for specific occupations.

There are only two careers which utilize foreign language skills exclusively: teaching and translating or interpreting. Translators' or interpreters' jobs are usually reserved, however, for bilinguals or those who are highly skilled in several languages.

The knowledge of a language, combined with another vocation or profession, enhances a student's employment opportunities. This is the message that teachers and counselors must convey to students. Two incidents illustrate the advantages of knowledge of a language for career preparation. During the summer of 1976 three graduates of the School of Social Work at a Virginia university reported that they were not considered for jobs in the field of social work in Washington, D. C., because they did not know Spanish. They were concerned because they had not been warned that a language might be needed. Plans are being made to correct the problem. At Virginia Polytechnic Institute and State University a recent graduate had majored in French and international studies. A pharmaceutical company employed him because of his language knowledge and aptitude. The company does not need his French. It needs him in the Rio de Janeiro branch, and he is studying Portuguese in preparation for his position there. This case illustrates two additional points. Students usually do not know which language they might need in the future, but the fact that a person has been successful in learning a language indicates the ability to learn others easily and quickly. Second, the young man was told that he was accepted because of his experience in cross-cultural communication. The knowledge of a language usually is accompanied by that skill, which is another very important asset.

A few additional examples might be cited to illustrate the need for languages in occupations. Philco Ford reports that at any one time it has between 500 and 5,000 overseas employees. The company states that ". . . in all cases the person hired would be more effective if he or she possessed language skill along with the major responsibility."[3] A survey of international travel agents revealed that the problem they considered to be the third most serious deterrant to attracting tourists from abroad to the United States is the lack of contact with persons who speak languages other than English in the circles in which they would be moving while here.[4] The recognition of this need led the United States Travel Service and the American Hotel and Motel Association to establish a certification program for member hotels and motels whereby they have to staff front desks, switchboards, and restaurants with personnel who speak French, Spanish, German, and Portuguese. In 1973, 182 motels and hotels met that requirement.[5] In the summer of 1976 the total had increased to approximately 2,500.[6] The astronomical increase in the number of hotels and motels meeting the requirement is convincing evidence of the recognition by that sector of the business world of the need for language skills within this country.

The A. H. Robins Pharmaceutical Company has a staff capable of working in Spanish, French, Italian, German, Flemish, Norwegian, Swedish, Danish, Greek, Afrikaans, Portuguese, Czechoslovakian, and a Chinese dialect. Most of Robins' top management personnel who are Americans assigned to other countries must speak the local language.[7]

Not enough can be said about the need to im-

[2] Kenneth B. Hoyt, "An Introduction to Career Education," p. 5. (Mimeograph.)

[3] F. LeRoy Walser, "Career Education Holds Foreign Language Challenge," *Accent on ACTFL*, Vol. IV, No. 1 (September, 1973), p. 8.

[4] *Ibid.*, p. 9.

[5] *Ibid.*

[6] Personal telephone communication with the American Hotel and Motel Association, July 14, 1976.

[7] Personal telephone communication with Mr. George Thomas, Executive Vice President of the A. H. Robins Company, July 14, 1976.

press upon students the increasing opportunities for using languages in combination with other careers. Many, like the three young women seeking a social work position in Washington, are totally unaware that many jobs, even in this country, entail the use of languages. Sometimes the knowledge of a language is a helpful asset, at other times it might be a requirement. The foreign language profession should see that students are informed about job opportunities that require language skills.

Several factors emphasize the value of career preparation that enables people to remain as flexible as possible throughout their years of employment. Jobs disappear and new ones are created. Some are constantly in transition because of changing conditions. People are more mobile. For those and other reasons, some of which are occupationally related, the concept of life-long learning must be brought to the attention of students. They must become aware of the flexibility and adaptability that may be required of them for careers as well as personal use of a language.

TO WHOM SHOULD FOREIGN LANGUAGE CAREER EDUCATION BE DIRECTED?

Obviously, the most direct targets are the students. We should not wait until they enroll in a language class to inform them about practical advantages of foreign language study. That approach misses too many people, as happened in the case of the social work graduates whom no one had advised concerning the value of proficiency in Spanish. No age level should be overlooked. There are valid and feasible ways of making even the elementary school children aware of the relationship of foreign language study to careers. The need to intensify efforts is greater at certain times, for example, immediately prior to the selection of language courses or when students are making career choices or are preparing for occupations.

Other educators need to be informed. Counselors should know everything that teachers know about the vocational applications of languages, for they may need to call upon any of the specific details as well as be able to discuss the subject in general terms. Foreign language teachers need to see that each department has all of the career information related to the fields for which it is responsible. No educator should be overlooked, however, because everyone counsels occasionally, and all are influential over career or curricular choices from time to time.

Channels of communication between the foreign language profession and the public should be open at all times, with foreign language career information traveling in both directions. Individuals in society are sometimes influential in students' choices. Furthermore, they, too, occasionally need information. Adults making changes in careers or locations or who are progressing within the ranks of a company or an agency frequently need new skills, sometimes language skills. Teachers can be of assistance to them. Moreover, the public pays for education, either public or private, and determines what is included in it. An awareness of the relevance of knowledge of languages makes the citizenry more willing financial and moral supporters.

CAREERS WHICH USE FOREIGN LANGUAGE SKILLS

Many careers in which foreign language skills might be helpful or even required are reviewed in the following chart on page 4 prepared by the Foreign Language Department at Winston Churchill Senior High School in Montgomery County, Maryland.[8]

There are three different levels where knowledge of a language might be applied. As stated previously, teaching or translating and interpreting are the only ones in which language skill alone is sufficient. In other careers knowledge of a language may be required. For the social worker in Washington whose clients speak Spanish or the pharmaceutical employee who will have to use Portuguese in Brazil, knowledge of those languages is essential. In many more positions language skill may be an asset but not a requirement. Many multinational executives will agree that if two candidates apply for a position and their credentials are similar, except for the fact that one knows a second language, preference will be given to the applicant with language experience. It may even be the deciding factor in some companies for positions in which other languages are not involved. The knowledge of a language is an additional asset, and it often suggests to the employer that the person is broader in outlook as well as in skills than those without it.

SUGGESTED STRATEGIES AND ACTIVITIES

The following teaching strategies and learning activities are suggested for teachers who wish to place emphasis on foreign languages as they relate to careers. They are adapted from the Maryland publication *The Many Languages of Career Education*,[9] and from the foreign language section of *Career Education and the Academic Classroom*.[10]

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[8] State of Maryland, *The Many Languages of Career Education* (Baltimore, Maryland: Department of Education, 1974.)

[9] *Ibid.*

[10] Scebold, C. Edward, *et al.* "Revitalizing Foreign Language Instruction through Career Education," edited by Garth L. Mangum, *et al.* (Salt Lake City, Utah: Olympus Publishing Company, 1975), pp. 145-153.

Uses of Foreign Languages

LEVELS	SERVICE	BUSINESS, CLERICAL, AND SALES	SCIENCE AND TECHNOLOGY	OUTDOOR	GENERAL CULTURE	ARTS AND ENTERTAINMENT
I B.A. or above	Diplomat Curator Missionary Agronomist Lawyer Social worker	Tour conductor Commercial attache' Branch manager Economist Accountant	Translator of technical writings Physician Nurse Engineer Geologist Archeologist Architect Pharmacist Chemist Entomologist	Recreation specialist Park service supervisor	College language teacher Writer-foreign language paper Foreign correspondent High school language teacher	Opera singer Critic Actor
II High School plus Technical	Language librarian Steward or stewardess Legal aide Salesperson	Cataloguer Dealer, foreign books Secretary-bilingual Travel bureau manager Foreign service worker Fashion buyer	Mechanic Wireless operator Researcher	Tour guide Construction foreman Park service employee	Broadcaster	Art dealer
III High School Graduate	Interpreter Translator Customs inspector Immigration inspector Traveling companion	Airline clerk Foreign clerk Foreign collection clerk Exporter Importer		Policeman Fireman		
IV Less than High School Graduate	Hotel or motel worker Waitress or waiter	Hotel or motel clerk Armed forces Merchant marine Information aide Courier		Taxi Driver Bus Driver		

- Teach names of common occupations in other languages through identification games (identifying pictures), guessing games ("Who Am I?"), or role-playing occupations.
- Discuss the occupational connotations of pictures in foreign language textbooks, slides, filmstrips, dialogues, conversations, and current vocabulary study.
- Prepare bulletin board displays on careers as they may relate to foreign languages.
- Survey local industries on a local level that have international branches to determine the use of foreign language.
- Survey classified sections of newspapers to spot jobs requiring knowledge of foreign language and maintain a class file or chart on them.
- Survey neighborhoods for people skilled in one or more foreign languages. Chart the results of the survey and compile a resource list of guest speakers.
- Brain-storm how foreign languages would be useful in occupations suggested by a class leader.
- Present crossword puzzles, word grids, and other word games using foreign vocabulary about careers.
- Research aspects of the world of work in a foreign culture such as length of work day, average salary, vacations, kinds of industry, and training requirements. Prepare displays, posters, and reports.
- Plan and implement a foreign language occupation fair.
- Serve as escort for foreign visitors to the school and community.
- Teach or tutor foreign languages in nursery school, kindergarten, or middle school. Serve as teaching aide or tutor in lower language levels. Volunteer as librarian for foreign language tapes, resources, and materials collection.
- Serve as language assistant.
- Interview (tape or videotape) persons who use foreign languages in their work: historians, secretaries, computer mathematicians, construction foremen, and others.
- Interview employers for information concerning competencies required in foreign languages for certain positions or the desirability of foreign languages for employment.
- Read and discuss magazine and newspaper articles dealing with career opportunities in foreign languages and with employment in a

foreign country.

- Prepare a series of culture capsules or cultural assimilators dealing with different aspects of employment in the foreign culture.
- Prepare a series of learning activity packets on specific occupations or on particular aspects of employment in the foreign culture.
- Role-play occupations in the foreign language such as social worker, librarian, sales clerk, nurse, tour guide in the local community, desk clerk in a hotel, counselor for foreign students, or a scientist reporting on latest research.
- Debate the need for foreign languages in sales, architecture, construction trades, health, and other fields.
- Practice typing material in the foreign language. Serve as a secretarial aide to the foreign language department.
- Read, type, translate, or compose business letters in a foreign language.
- Explore adaptations of shorthand systems in foreign languages.
- Explore periodical literature in chosen field of interest.
- Prepare learning activity packets or a minicourse dealing with, for example, Spanish for radio and T.V. announcers or common German terms in journalism, and sports.
- Research some aspect of employment in a foreign culture, education required for certain occupations, job opportunities abroad for U. S. citizens, implications of a growing bilingual population in the U.S.
- Prepare and teach a "Foreign Language for Travelers" course to one or more adults.

Additional guidelines include:

- Use as much local, state, or regional information as possible to make the case for career education more credible, but do not fail to inform the students about national and international needs as well.
- Be sure that the guidance or counseling office has materials that relate foreign languages and careers available for students and that they are kept on display at all times.
- Present programs to student assemblies or gatherings of parents or community residents.
- Offer to provide programs on foreign languages and careers to civic groups.
- Take the initiative in trying to secure time on the radio or television or space in the newspaper to disseminate career information.
- Assume leadership in seeing that guidance counselors and other educators are informed. Enlist the aid of all teachers, even those in the elementary grades, to provide appropriate information to students. For young children it is perhaps best delivered anecdotally and subtly.

Scebold, *et al*, offer detail in several teaching strategies described in *Revitalizing Foreign Language Instruction through Career Education:*

Model A—Career Awareness

A two-stage exercise can help students examine their own interests and strong points and then relate what they learn to career choices.

1. Have the students list five things they have done in school (be it elementary, junior high, or high school) or in their free time of which they are proud. Next, have them list five things that they think they do well. Notice that these are *positive* items to help students feel good about themselves and begin looking at their own capabilities. When the list has been completed, have the students go over it once more to number the five items according to the following:

   a. Place a "1" after any item that required working with other people.
   b. Place a "2" after any item that required working alone.
   c. Place a "3" after any item that was more dependent upon physical effort.
   d. Place a "4" after any item that was more dependent upon mental effort.
   e. Place a "5" after any item in which the student was a leader.
   f. Place a "6" after any item in which achievement involved some sort of competition.

After the students have completed (a) through (f) above, have them discuss what they have discovered (or simply tell the class about the item that scored most often on their list).

2. Have the students list five jobs that they might consider as their adult "career." After completing the list, the students should answer questions such as:

   a. Does anyone in my family work in this career?
   b. Do I know anyone in this career?
   c. Have I done any reading about this career?
   d. Have I spoken to anyone about what the career is like?
   e. What is the approximate salary for this career choice?
   f. Does the career require more use of head or of hands?
   g. Is there special training required?
   h. Is college necessary?

i. Is this position available near my home?
j. Will I work more with people or with things?
k. Will the work be done indoors or out-of-doors?
l. Will the work schedule be fixed or flexible?
m. Will I have a supervisor or will I be relatively independent in my work?
n. Will I wear a uniform?
o. Is travel involved?

The students will then discuss their possible career choices and the reasons for their preferences. Another follow-up activity would be a discussion of what the students learned about themselves and their interests. They might complete the statement, "I was surprised to learn . . ." or "I discovered that . . ." Depending upon the level of the language course, these exercises will be either in English or in the target language.

After the students have completed all of the above, the teacher will go around the room and check one of the five career selections each student has made. The career should be one in which foreign language is a major prerequisite or an adjunct tool. The teacher will then write the title of that career in the foreign language for each student. Students will then prepare at home, in the library, or in class (using resource materials) a brief job description in the target language. The description might include:

1. Place of work (institution)
2. Work hours
3. Probable salary
4. Major responsibilities
5. Skills needed other than foreign language

These short descriptions may be presented orally to the class, and the teacher can question the class about the information presented. The descriptions also may be written out with a picture of the job attached, if possible, and placed on a bulletin board or displayed in some other manner. Good resources that help students learn about careers in the target culture are foreign language newspapers, magazines, and foreign editions of telephone directories (yellow pages). The directories are available in public libraries or may be purchased from the local telephone company.

The teacher can prepare a dialogue presentation which includes several occupations. The class can discuss these occupations and decide whether the careers are closely associated with the target culture or are universal occupations.

When concentrating on a specific unit, such as transportation, sports, tourism, communications systems, buying or selling, and the like, the teacher should build in activities that relate to the world of work. Through field trips, class visits by workers, student projects, or role playing, the vocabulary units can also become career units.

Model B—Career Exploration

In orientation and exploration, the second stage of career education development, each student should get a more comprehensive treatment of the careers that involve knowledge of a second language and that have been selected as interesting by the students and the teacher. The following sample exercises encompass the career exploration component of career education.

Sample Exercise 1—Exploring Careers in Foreign Language

In this exercise, the teacher will guide the students in the following:

a. Bring in a resource person who can be interviewed by the class and who will answer many specific questions about a particular career choice.
b. Show a film or a filmstrip that relates foreign languages to different types of careers.
c. Visit a business or other organization in the community where second language proficiency is required or useful.
d. Have students choose different occupational clusters and investigate occupations within the clusters that can be related to foreign language skills. (The students might prepare charts with this information and discuss these in class. The charts can continue to be useful if posted in classrooms or near the school's guidance offices.)

Sample Exercise 2—Holding a Foreign Language Career Orientation Fair

Invite from ten to twenty people in the community to spend a morning at your school. These guests will meet with students in small groups to discuss informally their own occupations for about half an hour. To give students a chance to explore at least three careers, three consecutive sessions might be held. Afterwards, students and guests could have a social period with refreshments and opportunity for further career discussions.

Sample Exercise 3—"Listen and Guess"

The teacher might prepare an audio cassette that lists job descriptions in the target language. Help in preparation of the cassette might be obtained from other language teachers and from native speakers in the community. After the cassette is played, students are asked to guess each profession that has been described. Flash cards picturing various

professions and giving job titles in a foreign language are available from commercial firms in French, Spanish, and German.

Sample Exercise 4—Role Simulation Mini-courses

Ten-week courses dealing with a specific career area in terms of its foreign language needs can be prepared so that students can move from career exploration to role simulation. This will help them decide if a specific job is suitable for them. Such a program was prepared by Patricia Beiner of Cincinnati, Ohio, on travel and trade careers. A group of careers in this category was studied in depth, with students watching actual job procedures on field trips and filling out various job forms for practice purposes. Students also simulated some of the career roles. For example, they conducted tours in the target language for other language students and called attention to points of interest in the high school complex. Most of the materials used to prepare this mini-course were obtained from government agencies. These materials dealt with immigration, passports, currency, rate of exchange, and the like. Similar mini-courses in German are successfully being used at Ridgefield High School in Connecticut.

Sample Exercise 5—Students Teaching Students

Another idea is to have advanced foreign language students put together and run a mini-course for students in other courses. For example, they might teach some functional vocabulary and language skills to students in vocational education courses such as food services, cosmetology, and auto mechanics. This type of program is being used by Barbara Bigelow at Crossland High School in Prince George's County, Maryland.

Sample Exercise 6—Surveying for Present and Future Needs

As students get ready to narrow down career opportunities to specific jobs they find desirable, they must determine the current level of demand for workers in these occupations and the entry-level job requirements. They should ask themselves whether they will need to get some post-secondary education; whether their use of a foreign language in the occupation will be a primary, ancillary, or adjunct skill; and whether they will need to take more foreign language study.

Crossland Senior High School has also tried activities in some of these areas. Foreign language students have surveyed local businesses to find out present and future needs for workers with a second language. This survey information is useful to the entire school because, in addition to turning up information on foreign language needs, the survey provides a profile of business opportunities in the area. A typical survey, printed here to stimulate the teacher's and students' imagination, is as follows:

a. Type of business _____
b. Number of employees _____
c. Location (local, state, or regional) _____
d. Do any of your customers or clients use or speak a foreign language? (Leave room for "yes" and "no" boxes.)
e. Do you presently employ people with foreign language skills? ("Yes" and "no" boxes.)
f. Are applicants with foreign language skills preferable? ("Yes" and "no" boxes.)
g. What percentage of your employees have at least one foreign language skill?
   _____ less than 25% _____ 25 to 50%
   _____ more than 50%
h. Please check the foreign language skills that you would consider most important for employees of the following categories:

	Listening	Speaking	Reading	Writing
Clerical-secretarial				
Sales				
Technical				
Managerial				
Executive				

i. In which of these employment areas do you expect a need to arise (or increase) in the next two to three years. Please check.

	Expect need to arise	Expect need to increase	Estimated number of new positions
Clerical-secretarial			
Sales			
Technical			
Managerial			
Executive			

j. Please check the languages which would be beneficial to employees in your business setting. If more than one language, please number in the order of their importance (1 = most important, and so forth).
   _____ Spanish _____ Russian
   _____ French _____ Japanese
   _____ German _____ Korean
   Others (please specify)
   _____
   _____
k. Would anyone in your company be available to speak at a local secondary school on the

importance of foreign language skills in your business? ("Yes" and "no" boxes.)

l. Other comments: _____

_____

m. Position of person completing survey (optional):

_____

Sample Exercise 7—Foreign Language and the Communications Media

Still another exercise that can be integrated easily into the more advanced level of a foreign language career emphasis is the preparation of a biweekly or monthly newspaper by all language classes in the school. This can be done in cooperation with the journalism staff. The newspaper articles can be done either on a voluntary basis or as written class assignments, and they can recount current events in the school.

Another approach is to have foreign language students present, in the target language, once-a-week announcements of major events over the school's loudspeaker system. The language used for these announcements might change from week to week. These exercises are particularly useful to students interested in newspaper, radio, and public relations jobs.

Sample Exercise 8—Careers for Spanish-speaking Americans

One example of the way that an industrious teacher can help students prepare for specific careers that require or benefit from some knowledge of a foreign language is the course in career Spanish prepared by Toby Tamarkin at Manchester Community College in Connecticut. Although this program is considered a second-year language course, it has many features which can be adapted by the secondary school teacher.

Realizing the need for a more practical approach to language learning in the Northeast, especially at the community college level, Ms. Tamarkin prepared materials for an audiovisual "Career Spanish" course. She wanted to draw from the community at large those workers whose jobs called for an understanding of Spanish as well as those students in the college enrolled in a specific program that would place them in contact with the Spanish-speaking community.

This course has three focal points: medical careers, public service careers, and business careers. There are 24 lessons in all, which consist of the following materials:

a. Three- to four-minute television dialogue (often filmed on location for better role simulation)
b. Overhead transparency containing the written dialogue
c. Three-page student lesson
   1. Page 1, new vocabulary
   2. Page 2, grammatical review
   3. Page 3, additional questions related to job procedures
d. Audio cassette:
   1. Part 1, pronunciation practice with the dialogue and vocabulary list
   2. Part 2, grammatical exercises using present, preterite, imperfect, and future tenses.
   3. Part 3, an oral practice using the additional questions in the student lesson
e. Mimeographed materials—welfare applications, charge account applications, hospital admissions questionnaires, and so forth

For example, lessons in the medical section include: emergency situation 1 (possible appendicitis), emergency situation 2 (nausea and fainting), hospital admissions (personal and medical history), pregnancy, taking a blood test, taking an X ray, occupational therapy, dental hygiene, and the visiting nurse.

After representatives of other colleges visited the program, it received full transfer credit in Connecticut. Any student or member of the community with two years of high school Spanish or a year of college Spanish may take the course, which is given in the evening to accommodate everyone. At the end of two semesters, students and workers in this program are able to understand and speak Spanish within their chosen professions. They do not merely utter commands, but can actively communicate and handle their entire occupational roles in the second language.

The results are directly related to the materials, which took three years to prepare. These materials completely immerse the student in the second language. They bombard the student's senses—sight, sound, and even touch as the student handles the different instruments necessary in an occupation—while simulating job procedures in the classroom.

The students begin with a televised dialogue. They recognize the type of job and the essence of what is happening because television uses a combination of sound and sight. The native speakers do not slow their speech, and all extraneous noises on the job have been retained on the television tape in order to keep the situation as close as possible to real life. The teacher reviews the specific vocabulary with the student, acting out and gesturing to show word meaning whenever possible, before the initial viewing of the televised dialogue. The students know that only Spanish is spoken unless the teacher is discussing some cultural aspect or a very difficult point in the lesson.

After the first viewing of the filmed dialogue, the students see the script on an overhead transparency. The teacher asks simple questions of all the

students, who use the dialogue as an aid. The teacher points to the answer so that the student is not at a loss for words. Then students watch the dialogue on television a second time. This time they understand a great deal more and again use the dialogue transparency, although the teacher now discusses each question or bit of information in a personalized manner. For example, "Did you ever take a blood test?" "Where did you take it?" "Were you comfortable in the office?" "Did you like it?" "Does it hurt?" "Why did you need the test?"

At its next meeting, the class helps the teacher prepare a synthesis of the job procedure which is shown on the overhead transparency. Below is an example of such a synthesis in "Taking a Blood Test." This particular lesson is done in Spanish, but it could be done in any other language as well. The English translation (in parentheses), which can be transformed into other languages, is provided.

a. Identification: "Buenos días. Yo soy el técnico."
(Identification: "Good morning. I am the technician.")
b. Explicación de por qué el paciente está aquí.
(Explanation of why the patient is here.)
c. Explicación de la prueba de sangre: "No se ponga nervioso."
(Explanation of the blood test: "Don't be nervous.")
d. "¿Ha comido o bebido desde la medianoche?"
("Have you eaten or drunk [anything] since midnight?")
e. La prueba: "Suba la manga; la banda apretada; haga un puño, guarde el brazo derecho; es sólo un pequeño pinchazo; no le dolerá. No se mueva."
(The test: "Roll up your sleeve; [I am making] the band tight; make a fist; keep your arm straight; it's only a small prick; it will not hurt. Don't move.")

The synthesis is necessary to get the actual sequence of events in a particular job in focus in both the instructor's and the students' minds. The students work in groups of two or three, playing different roles until they have mastered the lesson. When they are ready, they tell the teacher and take an oral exam. Either the classroom teacher, another foreign language speaker, or student will play the opposite role (patient, client, customer). The burden of getting and giving all pertinent information rests with the students being tested.

The program has been so successful in reaching its major goal—to build student fluency in the chosen occupational situation—that these materials are being tried experimentally for persons in the community who have never studied Spanish, and they also will be used for an in-service course at Hartford Hospital.

Using this type of material as a first approach to learning Spanish necessitates a much slower pace with each dialogue than is usually the case, and this must be a specific lesson arrangement (beginning with the shortest, grammatically easiest lesson, and progressing to the more difficult unit). Although the beginning student cannot be expected to be fluent in the language, he or she should be able to master a great deal of needed vocabulary, basic verbs and pronouns and adequate pronunciation.

During one semester the teacher allowed students to choose the lessons they wanted to learn. Of necessity, no more than three different units could be studied at one time in the classroom. This enabled the teacher to work with each of the three groups on the overhead transparency during the class period. The teacher did not allow this freedom of choice until students had worked together through the first two units and understood the methodology being used and the routines involved in learning each lesson. The technique is especially well suited to a classroom where a teacher's aide or student helper is available.

This is an exciting program, using all possible attention getters. The teacher is rewarded with appreciative students, happy times with a "fun" method, and concrete results in terms of job needs.

Sample Exercise 9—Foreign Language in Aviation

A good example of how to gear career emphasis to local needs is a program at August Martin High School in Jamaica, New York, where many courses have emphasis on aviation. The school, located one mile from Kennedy International Airport, is a comprehensive high school that offers a full academic curriculum as well as courses related to aviation and the air transport industry. In language courses, an aviation vocabulary is integrated into regular lessons whenever appropriate. For example, in a language unit on food, students might simulate a dialogue between a steward and passengers who are having an on-board meal. To give students in language classes a firsthand look at the target language being used in the world of work, students also visit the Air France and Iberian Airline terminals at Kennedy Airport.[11]

CONCLUSION

If we are provided a practical foundation of language skills that can be related to career purposes, we must be certain that we are indeed effectively teaching the students to speak the language they are studying. One manufacturing executive who is

[11] *Ibid.*

supportive of foreign language programs in the schools and who advocates that the education profession take more responsibility for relating language study to vocational applications suggests that opportunities be provided for the students to utilize the language skills they learn; that teachers take every opportunity to practice their own skills by such means as listening to radio broadcasts, speaking with community residents who are fluent in the target language, and spending time abroad; and, most significantly, that mastery of the listening and speaking skills precede the study of literature or other specialized intellectual pursuits.[12]

Interdepartmental cooperation is essential to a comprehensive and effective career education program. That is particularly true in colleges where most of the counseling is done within departments because the foreign language department sometimes is responsible for the language instruction offered for specific careers.

The foreign language profession needs to take the initiative in changing the attitude of the public regarding the relationship of foreign languages to certain careers. Secretarial work is a good example. In many societies secretaries are highly respected, especially if they are bilingual. Efficient secretaries are highly professional people who need many and diverse skills. Knowledge of a language is increasingly becoming a valuable skill for the secretarial profession. Job opportunities for bilingual secretaries are available in many metropolitan areas and they pay well. They also can be stepping stones to other positions if the individual has other career-related assets.

As important as career counseling is, we must be careful not to mislead students. The knowledge of a language is not necessarily the magic key to most employment opportunities, but it may be for some. Indeed, it increasingly is. Also we must make sure that people know that except in the cases of teaching and translating or interpreting languages must be combined with other skills or professions. The chances of finding a job on the basis of language knowledge alone are few.

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Enriching and Explaining the Foreign Language Program

INTRODUCTION

Much can be done to enrich the foreign language program through the use of extracurricular activities. Club programs, dramatic performances, and service projects provide ways of extending learning beyond the classroom.

It also has become increasingly important to establish better communication with people outside the foreign language program and to inform them of the changes proposed for foreign language study and of changing instructional practices. Members of the foreign language profession should reach beyond the classroom and provide activities that inform students, school administrators, and the community of the nature and relevancy of foreign language study today.

This chapter describes ways by which foreign language programs may be enriched by curricular-related activities and discusses the need for greater understanding of the value of foreign language study.

TARGET GROUPS

Students

Incentive and learning opportunities that extracurricular activities provide for students in the American educational system have long been understood, and they serve that function for foreign language students. Furthermore, the value of language study, an elective area in the curriculum, may not be understood by students not enrolled in the language program if the language department does not take the initiative in informing them.

Guidance Counselors

There may be no individual in the school who exerts more influence on the students' curricular choices than the guidance counselor. Counselors should be kept apprised of developments in foreign language teaching and learning so they can provide students with accurate information and interpretation of information.

Teachers Other Than Foreign Language Instructors

Teachers who are not foreign language instructors often have studied a language primarily to learn to read and write and to analyze grammatical structures. They need to be reeducated to the fact that language learning is more practical and more enjoyable today. Foreign language teachers must assume responsibility for determining that other teachers convey accurate impressions and information to their students as they assist them in planning schedules and electing courses.

Administrators

The principal and his or her assistants are the direct links between the school and the central office administration. A supportive attitude on their part is essential to the success of the foreign language program. They, like the faculty, need to be kept up to date on developments in foreign language education.

Administrative personnel in the central office are responsible for supervising, coordinating, and financing the school program and are also key individuals to be kept informed about developments in the foreign language field.

Feeder School Personnel and Students

To help students in feeder schools decide which electives to pursue in high school, a well-coordinated information program should be established between the foreign language department and administrative and guidance personnel in the feeder school.

School Board Personnel

The school board is the legal link with the public and is responsible for all facets of the school division's educational program. The better informed the members of the board are, the more knowledgeable they will be in making decisions affecting the foreign language program.

College and University Instructors

A cooperative working relationship should be maintained between the secondary school and colleges or universities in the community. Personnel at all levels of education should be familiar with the programs at each institution of learning, particularly in those areas where college student observation visits and student teaching experiences are in practice.

The Community

Parents, as well as other citizens, want to know how their taxes are being used. Their support can be helpful in determining the welfare of the foreign language program.

HELPFUL ACTIVITIES AND TECHNIQUES

Numerous extracurricular activities can be used in conjunction with the foreign language program. Their applicability will vary according to local circumstances; many can be modified and adapted to accommodate specific needs, interests, and conditions.

Fairs and Festivals

Gertrude Meyer in her paper, "Making the Foreign Language Program Visible to the Public: The Language Festival," presented at the 1973 Central States Conference, says, "With all the current emphasis on 'accountability,' there can be little doubt that there is a need for letting the public have a look at what is happening in our foreign language classrooms."[1] Foreign language fairs are one of the most visible of all promotional activities. Successful fairs have been held in classrooms, cafeterias, gymnasiums, parking lots, and public parks. With adequate publicity, foreign language festivals can be popular local attractions. A fair may be a single-school event or it may involve several schools that combine their efforts and sponsor one large function drawing thousands of participants.

When planning a language festival a primary objective should be to create an authentic and festive foreign atmosphere. When passports are issued at the entrance to the fair and the area is divided into sections representing different countries the visitor is more likely to feel that he or she is traveling abroad. If items are sold, exchanging American money for "international currency" adds to the illusion. Activities should be included that will appeal to foreign language students and to persons who have never had a foreign language experience. Songs, authentic dances, sidewalk artists, and roving musicians are always popular. Puppet shows and skits presented in different languages appeal to children and adults. Displays of student-made projects and crafts illustrating culture should be included. Booths where a person can learn a useful expression in another language are popular. A booth where people had their names written in Russian attracted much attention at a recent festival in Virginia. Many fairs feature sidewalk cafes where foods typical of various countries may be purchased. Athletic events usually include the Latin Olympics and sometimes a bicycle race. Flower and balloon vendors and flea markets add to the festivities and provide interesting souvenirs of the event.

A successful foreign language festival requires planning, organization, and cooperation among teachers, students, administrators, and citizens of the community. The support and leadership of the foreign language department are essential to success.

Assembly Programs

The provision of assembly programs in local and feeder schools and at school-community meetings helps provide exposure for the foreign language program. The purpose may be purely to inform or to entertain or, perhaps, a combination of both. Individuals charged with organizing school assembly programs are usually pleased to have departments volunteer to participate in them.

Banquets

Roman banquets, those sponsored by modern foreign language personnel, or combined international banquets add visibility to the foreign language program. Such events provide an opportunity for students, parents, and professional colleagues to participate in a cultural setting that is different from their own.

Foreign Language Day or Week

Although there is no officially declared day or week calling attention to the importance of foreign language study, that fact should not prevent recognition at the regional or local level. Designating a foreign language day or week presents another opportunity to take foreign languages out of the classroom. Students can design posters and placards to be displayed in strategic locations at the school. A foreign language fair, assembly, or banquet also may be among the activities. Use of the public address system and homeroom periods in the secondary schools offer other means of communicating with large groups of students.

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[1] Gertrude Meyer, "Making the Foreign Language Program Visible to the Public: The Language Festival," *Student Motivation and the Foreign Language Teacher*, edited by Frank M. Grittner (Skokie, Ill.: National Textbook Co., 1974), pp. 45-46.

Career Day

Many schools sponsor a Career Day in which consultants and representatives of various professions, including foreign languages, are invited to participate. Emphasis should be on the fact that knowledge of a second language can open doors to professions other than teaching. Professional people such as lawyers, social workers, nurses, librarians, and news personalities who use languages on the job may be asked to make presentations. Foreign languages should not be overlooked in planning Career Day programs.

Visiting the Feeder Schools

To maintain a well-coordinated and viable foreign language program, it is essential that potential foreign language students in the feeder schools be aware of course offerings available to them in the secondary schools. A school assembly program or visits to classes by foreign language teachers and students can be advantageous for feeder schools as well as high schools. Brochures, student handbooks, or other items that describe the foreign language program should be provided for feeder school instructional, administrative, and guidance personnel, and for students. Parents of students should be encouraged to contact foreign language teachers to obtain more information about the language program.

The Exchange Student

Exchange students should be invited by the foreign language department to attend classes and contact students. An exchange student may wish to convey information about the advantages of knowing a second language and the importance of having a better understanding of cultural differences and similarities. Exchange students often are welcome speakers for civic organizations.

Similar activities also would be appropriate for the American student who has just returned from an extended period abroad in a non-English speaking country.

Visitors in the Foreign Language Classroom

The concepts that many parents, non-foreign language teachers, guidance personnel, and administrators have about foreign language study are based on their personal experiences as students. Often their impressions and ideas of what goes on in today's classroom are different from what does take place. There are many means of informing each of those groups of the philosophy, goals, objectives, and reasons for foreign language study. Inviting them to the classroom as observers is an effective way of informing them about contemporary instructional techniques. Teachers should maintain an open door policy to legitimate visitors and take the initiative in inviting them to their classes. Other educators might subsequently be invited to department meetings where part of the time might be spent discussing what was observed. The open-door policy also would permit faculty members an opportunity to brush up on a language or learn a new one.

If a college or university is within commuting distance its foreign language personnel could be invited to visit high school foreign language classes. A request that high school students who are interested in pursuing foreign language study be permitted to observe college language classes usually is well received and is beneficial to all concerned.

The Use of Display Space

It is not necessary to wait for special occasions to take advantage of an empty display case, bulletin board, or other vacant space in the school. Even the foreign language classroom door, according to Knop, ". . . is a spot for blatant advertising . . . [and] should never be empty!"[2] Student government candidates should be encouraged to use foreign language expressions or words on their campaign placards and in their speeches.

The Use of Languages in Halls

Each foreign language teacher, Latin included, should develop the habit of using the foreign language when addressing students in the halls, the cafeteria, or on the athletic field.

Interdisciplinary Ventures

No subject in the curriculum is as interdisciplinary in nature as a foreign language. Anything worthy of being considered by people and appropriate for classroom discussion is potential content for the foreign language class. The mathematics teacher can explain the metric system, the physical education teacher can teach soccer, or the home economics teacher can assist in preparing a culturally authentic meal. The foreign language teacher, in turn, should use his or her specialized knowledge to assist the music teacher in pronouncing words of music in other languages or the art teacher by providing background information about topics or artists being studied in that department.

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[2] Constance K. Knop, "Gaining Better Student Support for the Foreign Language Program," *Student Motivation and the Foreign Language Teacher*, edited by Frank M. Grittner (Skokie, Ill.: National Textbook Company, 1974), p. 95.

Assisting Public Service Agencies

The foreign language teacher can be of assistance to the community by providing services essential to the non-English speaking visitor or resident. Because of the foreign language teacher's knowledge of a second language and contacts with others who speak various languages, a worthwhile project is the compilation of a list of the names of area residents who are bilingual or multilingual and who may be called on when needed. Such a list or "language bank" should be circulated to hospitals, welfare offices, law enforcement agencies, chambers of commerce, museums, tourist attractions, park service agencies, and personnel working with non-English speaking people. Another possible project is that of compiling, in one or more foreign languages, a brief history of the community or of historical sites for dissemination to foreign tourists, visitors, or other persons. An English brochure also could be made available to English-speaking people describing the foreign influences that have contributed to the historical or economic development of the community.

A different kind of community service which may be offered by foreign language teachers and students is that of providing entertainment at hospitals or at rest homes for the elderly. The Christmas season, in particular, lends itself to this kind of activity. A series of Christmas carols sung in the foreign language, or a simple skit at a children's hospital is appreciated by the audiences, rewarding for students, and reflects favorably on the foreign language program.

Communication by Letter

A letter of welcome might be distributed to new students explaining the goals, objectives, and instructional approaches of the foreign language program. Letters of commendation might be given to a graduating student encouraging him or her to continue studying a foreign language. It is good public relations to send letters of appreciation or commendation to school officials, administrators, teachers, or patrons in the community who have supported or provided some service to the foreign language program.

The teacher may wish to include a few foreign words or phrases in the welcome letters. Letters of commendation should be written entirely in the foreign language.

Newsletters

A newsletter disseminated semi-annually, quarterly, or monthly is a good means for keeping school personnel and the public informed about the foreign language program. It may be used to announce coming events, cultural activities, new course offerings, or new staff personnel; to recognize outstanding accomplishments by foreign language students in athletics, in the foreign language classroom, or in other academic areas; to spotlight local residents who have found the knowledge of a second language to be helpful in their professions or travels; and to describe foreign cultural or linguistic influences in the community.

A newsletter should be a departmental endeavor representing all foreign languages in the school system.

School Newspapers

The school newspaper is a readily available means of publicizing the foreign language program. Material such as that already described can be included periodically, or a "foreign language corner" might be designated for regular coverage of information concerning that department. Students should be encouraged to write letters in the foreign language to the editor about timely topics. Such an approach stimulates the curiosity of monolingual students and develops a sense of pride in foreign language students who translate for them.

Students or faculty members who have recently traveled in another country, exchange students, or visitors who speak other languages should be encouraged to participate in newspaper interviews.

Public News Media

Public and commercial television and radio stations often welcome the cooperation of school groups in providing programs of public interest. Public opinion programs (listener call-in sessions) are usually very popular. Brief regular presentations in a foreign language of news and human interest information also have been tried with success.

Newspapers also are receptive to news items and to human interest articles.

Where broadcast media or newspapers are concerned it is usually advisable for foreign language personnel to take the initiative in seeking coverage.

Brochures

Brochures and pamphlets provide still another means of informing the public about the local foreign language program. They should include a general description of the foreign language program, uses for language, methodology employed, offerings included, and a description of activities conducted from time to time. Copies should be sent to the central office staff and feeder school personnel, placed in the guidance suite and media center, and distributed to students, parents, and community personnel. If the printing of a brochure is not feasible, information should be included in the student handbook.

CONCLUSION

The key to success for many of the activities described is student involvement. The foreign language program's best advocates are its students. Peer influence is significant and it should be used to the maximum in building interest and respect for the foreign language program.

No school should attempt to accomplish all that is included in this section of the publication. It is hoped, however, that foreign language teachers will find the ideas helpful in choosing and conducting activities related to classroom instruction.

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